

# INDIANA DEPARTMENT OF EDUCATION SUPPLEMENTAL EDUCATIONAL SERVICES

## 2007-2008 COMPLIANCE AND ON-SITE MONITORING REPORT FOR:

### A to Z In-Home Tutoring

DOCUMENT ANALYSIS		OBSERVATION		COMPLIANCE	
<b>Tutor Qualifications</b>	<i>Unsatisfactory</i>	<b>Lesson matches original description</b>	<i>3 Meets Standard</i>	<b>Criminal Background Checks</b>	<i>Non Compliance</i>
<b>Recruiting Materials</b>	<i>Satisfactory</i>	<b>Instruction is clear</b>	<i>2.5 Between approaching and Meeting Standard</i>	<b>Health/safety laws &amp; regulations</b>	<i>In Compliance</i>
<b>Academic Program</b>	<i>Unsatisfactory</i>	<b>Time on task is appropriate</b>	<i>3 Meets Standard</i>	<b>Financial viability</b>	<i>In Compliance</i>
<b>Progress Reporting</b>	<i>Satisfactory</i>	<b>Instructor is appropriately knowledgeable</b>	<i>2 Approaching Standard</i>		
<b>Assessment and Individual Program Design</b>	<i>Unsatisfactory</i>	<b>Student/instructor ratio: 1:1</b>	<i>3 Meets Standard</i>		

**ACTION NEEDED: NONE**

*A to Z In-Home Tutoring is placed on probation for the 2008-2009 school year due to concerns regarding the onsite monitoring visit and submitted documentation as detailed in the enclosed monitoring report. As such, A to Z In-Home Tutoring has been required to implement corrective actions to address all areas of concern.*

## On-site Monitoring Visit Rubric DOCUMENT ANALYSIS Components

**NAME OF PROVIDER:** A to Z In-Home Tutoring  
**REVIEWER:** S.T.

**DATE DOCUMENTATION RECEIVED:** March 25, 2008

Providers are required to submit documentation for each component during the site visit. If documentation is not available on-site, the director or head of the provider's organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.** Providers will be given an Unsatisfactory or Satisfactory for each component. Providers receiving an Unsatisfactory for any component may be required to address deficiencies within 7 calendar days of receiving their final report.

COMPONENT	DOCUMENTATION NEEDED	DOCUMENTATION SUBMITTED (IDOE use only)	UNSATISFACTORY	SATISFACTORY	COMMENTS
Tutor qualifications	<b>BOTH</b> of the following: -Tutor resumes/applications ( <u>all tutors</u> ) -Documentation of professional development opportunities in which tutors have participated (i.e. sign-sheets, agendas, presentations, certificates of completion, etc.)  <i>In addition to:</i> <b>ONE</b> of the following: -Tutor evaluations ( <u>all tutors</u> ) -Recruiting policy for tutors ( <u>one copy</u> ) -Sample tutor contract ( <u>one copy</u> )	-Resumes -Training PowerPoint Presentation -Online professional development training manual -Tutor Contract	<b>X</b>		-Tutor's meet provider's minimum tutor qualifications; -Training materials are extensive and include but are not limited to a general orientation to provider's program, an overview of provider's expectations and policies, an overview of NCLB tutoring, strategies for teacher effectiveness, instructional methods and strategies, lesson planning tips and recommendations, discipline strategies, Gardner's multiple intelligences, and accommodations for students with special needs; -Although provider has plans in place to more formally track professional development attendance, at this time, provider was not able to provide documentation that tutors have completed professional development training; -Tutor contract is appropriate and in line with provider's application.
Recruiting materials	<b>TWO</b> of the following: -Advertising or recruitment fliers -Incentives policy -Program description for parents	-Recruitment brochure -Incentive policy -Program description		<b>X</b>	-Recruitment brochure is appropriate and is in line with provider's application; -Program description for parents is in line with provider's application; -Incentive policy is in line with Indiana Department of Education's Incentive Policy
Academic Program	<b>ONE</b> of the following: -Lesson plan(s) for the observed tutoring session(s) and for each subject in which provider tutors  <i>In addition to:</i> <b>ONE</b> of the following: -Specific connections to Indiana standards (cite exact IN standard to which lesson connects) -Description of connections to curriculum of EACH district the provider works with.	-Lesson plans -Connection to Indiana Academic Standards	<b>X</b>		-Lesson plans clearly identify the goals and objectives for each lesson, materials needed and also specific activities that will be completed during sessions; -Lesson plans clearly connect to Indiana Academic Standards; -Lesson plan submitted for observed session is not in line with the portion of the lesson reviewers observed. The submitted lesson plan includes activities on vowel sounds and capitalization/punctuation exercises. Reviewers observed the student and tutor working on worksheets on maps and directions and using context clues from maps (see "Lesson matches original description in provider application" section). In addition, while the submitted lesson plan is in line with the student's goals, the observed lesson was not in line with any of the goals identified for the student.

COMPONENT	DOCUMENTATION NEEDED	DOCUMENTATION SUBMITTED (IDOE use only)	UNSATISFACTORY	SATISFACTORY	COMMENTS
Progress Reporting	<b>ALL</b> of the following:  -Progress reports (see IDOE e-mail for details regarding the request for progress reports) -Timeline for sending progress reports -Documentation of reports sent -SES Contracts and Agreements	-Progress reports -Documentation of reports sent -SES Contracts and Agreements		<b>X</b>	-Based on progress report timeline and feedback from several districts, provider submits progress reports in accordance to timeframe agreed to in SES Contract; -Progress reports include standards upon which students will work, a summary of work covered during each session, an update on the student's proficiency from the beginning of the month to the end of the month, and a behavior report. Some progress reports include assessment results but not all do.
Assessment and Individual Program Design	<b>ALL</b> of the following:  -Explanation of the process provider uses to develop Individual learning plans for each student - Pre-assessment scores and Individual learning plan for at least one student in each subject provider tutors (any identifying information for the student(s) must be blanked out) -Explanation and evidence regarding how provider's pre and post-test assessment correlates to Indiana academic standards.	-Individual Learning Plans -Pre-assessment results -Explanation of learning plan development process -Explanation and evidence that providers assessment correlates with Indiana Academic Standards	<b>X</b>		-Learning plan development process is appropriate and in line with provider application; -Learning plans are not necessarily comprehensive plans as they only list the Indiana standards upon which students will work and the timeframe for working on standards (i.e. entire program duration, 3 weeks etc.). The learning plan should include specific, measurable goals based on the initial pre-assessment (a list of standards upon which the student will work is not a measurable goal), assessment results, and specific strategies that will be implemented by tutors to help students achieve their goals; -Explanation and evidence of assessment's correlation to Indiana academic standards is clear.

## On-site Monitoring Rubric OBSERVATION Components

**NAME OF PROVIDER:** A to Z In-Home Tutoring  
**SITE:** Student's Home (MSD Lawrence Township)  
**TUTOR'S INITIALS (ALL TUTORS OBSERVED):** P.H.  
**NUMBER OF LESSONS OBSERVED:** 1

**DATE:** March 12, 2008  
**REVIEWER:** S.T. & C.E.  
**TIME OF OBSERVATION:** 5:30 p.m.

During the site visit, IDOE personnel will visit several tutoring sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual tutoring matches lesson plan descriptions that are provided in requested documents, as well as those that were provided in the original provider application; that tutors and students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content.

Each provider will receive a score of 1-4 points for each component. Providers receiving “1 or 2 points” on any component may be required to address deficiencies within 7 calendar days of receiving their final report. Failure to address deficiencies may result in removal from the state approved list.

COMPONENT	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard	REVIEWER COMMENTS
Lesson matches original description in provider application			X		<p>-Tutor worked one on one with a student on a worksheet packet from A to Z. The tutor explained he/she was trying something new with the student by working on a packet at a higher grade level. The section of the packet the student worked on focused on reading and using maps and/or context clues from pictures to answer questions. The tutor reviewed the directions of each new worksheet and then allowed the student to work independently answering questions related to determining distances, using context clues and captions within the map to determine locations or other directionally related concepts. Once the student answered the questions on each worksheet, the tutor reviewed his/her work and provided guidance on questions that were answered incorrectly.</p> <p>-For the most part, the observed lesson was in line with the description of lessons in provider's original application. For example, as described in the application, the tutor was observed using A to Z worksheet packets. In addition, the tutor was observed using direct instruction as described in the application. However, the tutor was not observed correctly utilizing all components of direct instruction (see “Instruction is clear” section below)</p>
Instruction is clear		2.5			<p>-The tutor correctly utilized two of A to Z's five basic components of direct instruction (as described in the Tutoring Strategy section of A to Z's training program). For instance the tutor “ask[ed] frequent questions to see if the [student understood] the work” and also “[gave the student] frequent opportunities to practice...”. However, the tutor did not properly implement A to Z's other direct instruction components. For example, the tutor did not articulate clear goals for the student which made it difficult for the student to understand what he/she should be learning from the lesson. In addition, it was not evident that the particular packet that was being completed was part of a “sequence of well organized assignments” as the tutor indicated the packet was at a higher level than what the student was used to working at which was a break from the typical flow of assignments for the student. Lastly, while the tutor was effective at providing clear explanations when the student asked a question, the tutor did not effectively provide clear explanations or illustrations to explain the major concepts upon which each worksheet focused;</p> <p>-Although it was clear the concepts covered in the lesson were new and difficult for the student, the tutor was also not observed using scaffolded instruction to gradually introduce the concepts.</p>

COMPONENT	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard	REVIEWER COMMENTS
Time on task is appropriate			X		-Student was on task and worked diligently to complete assignments during most of the session. Tutor was able to redirect student when the student lost focus (mainly due to the presence of the reviewers).
Instructor is appropriately knowledgeable		X			-While it was clear the tutor had an appropriate knowledge of the material being presented, the tutor did not always appropriately use tutoring strategies and techniques to ensure student comprehension. For example, the tutor correctly utilized some components of direct instruction but did not effectively implement other components of direct instruction (see “Instruction is clear” section). In addition, the tutor was not observed effectively using techniques to assist the student with connecting lesson concepts to larger concepts/standards, classroom work, or the real world which may have enabled the student to better comprehend the information covered in the lesson. Lastly, the tutor was observed working with the student on lesson activities that were not part of the planned lesson plan and were also not in line with student goals (see “Academic Program” section).
Student/instructor ratio: 1:1			X		- Student/instructor ratio matched that reported in the original provider application; - One-on-one instruction was observed.

# **On-site Monitoring Visit Rubric** **COMPLIANCE Components**

**NAME OF PROVIDER:** A to Z In-Home Tutoring  
**REVIEWER:** S.T.

**DATE DOCUMENTATION RECEIVED:** March 25, 2008

The following information is rated “Compliance” (C) or “Non-Compliance” (N-C). Selected documentation listed for each component must be submitted as part of the site visit monitoring. If documentation is not available on-site, the director or head of the provider’s organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.**

If a provider is deemed to be in non-compliance with any component for which evidence has been requested, the provider may be contacted and may be required to develop and submit a corrective action plan for getting into compliance within 7 calendar days. If the corrective action plan is not submitted, if the corrective action plan is inappropriate or insufficient, or if the corrective action plan is not implemented, the provider may be removed from the state-approved list.

COMPONENT	REQUIRED DOCUMENTATION	DOCUMENTATION SUBMITTED (IDOE USE ONLY)	C	N-C
Criminal background checks	<p><b>ALL</b> of the following:</p> <p>-Criminal background checks from an appropriate source for every tutor and any other employees working directly with children.</p>	<p>-Criminal background checks</p> <p>- Two background checks did not have the correct spelling of tutor names.</p>		<b>X</b>
Health and safety laws and regulations	<p><b>ONE</b> of the following:</p> <p>-Student release policy(ies)</p> <p><i>In addition to:</i></p> <p><b>ONE</b> of the following:</p> <p>-Safety plans and/or records</p> <p>-Department of Health documentation of physical plant safety (if operating at a site other than a school)</p> <p>-Evacuation plans/policies (e.g., in case of fire, tornado, etc.)</p> <p>-Transportation policies (as applicable)</p>	<p>-Student Release Policy</p> <p>-Transportation Policy</p>	<b>X</b>	
Financial viability	<p><b>ONE</b> of the following:</p> <p>-Documentation of liability insurance coverage</p> <p><i>In addition to:</i></p> <p><b>ONE</b> of the following:</p> <p>-Audited financial statements</p> <p>-Tax return for the past two years</p>	<p>-Documentation of liability insurance</p> <p>-Audited financial statement</p>	<b>X</b>	

